

## The Effectiveness of Descriptive Evaluation Plan from the Point of View of Sixth Grade Teachers

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### Abstract

The present study was conducted with the aim of assessing the effectiveness of descriptive evaluation from the point of view of sixth grade teachers in Karaj city. The method of this study was descriptive-survey. The population consisted of all the sixth grade teachers in district four of Karaj city who had experience of teaching in all elementary grades under descriptive evaluation plan (total 500 individuals). For sampling, the size of the sample was determined with aid of Morgan table and they were selected randomly among the population members (total 215 individuals). One main question and three minor questions existed in this study and for answering them through the viewpoints of teachers a researcher-made questionnaire was used. The result of the answers to the questionnaire items using statistical tests indicated that the level of effectiveness of descriptive evaluation process is significantly effective on the level of teaching-learning, social education and mental health of students.

**Keywords:** descriptive evaluation, teaching-learning, mental health, social education, elementary education

### Introduction

Nowadays evaluation is an important education activity that is used for different purposes such as making decision regarding allowing the students to a higher grade, providing an appropriate feedback of the teaching of the teachers and learning of the students and generally improving the teachers' teaching and students' learning. Many experts believe that unlike the common belief, evaluation does not end other educational activities of the teacher rather the fact is that generally the results of the evaluation determines teachers' educational activities and students' learning efforts; in other words, the way students study and learn is directly affected by the evaluation nature (Seif, 1994). Therefore, as learning is a purposeful and continuous process that is in the path of education, evaluation too, should be a continuous and purposeful process and to go along education step by step. Evaluation is for learning and for improving when it continuously provides useful information to students through feedback (Hassani, 2005). Evaluation should not only deal with performing exam and measuring academic progress of students at the end of the education period, but also it should be done continuously both during the education process and during the end of the education period (seif, 1994) and it should be the link between teaching and learning in the process of fulfilling the objectives of the education system.

In the past, conceptualization regarding academic evaluation was affected by behaviorism, associationism and classical psychometrics. Change in class evaluation system for improving students' learning is a phenomenon that is seen in most countries in the world. This phenomenon can be clarified from at least two related basis: one is new approaches in learning psychology such as cognitivism and constructivism (Seif, 2003; Shepard, 2000; Eggen and Kauchak, 2001) and the

other basis is consisted of educational reforms, changes in curriculum and international comparisons in different education subjects and the need for increasing education standards (Shepard, 2000; Rasdosk-Poko, 1998; Black and Wiliam, 1998). In the past decade in Iran too by being influenced by these new ideas, some actions were made for reforming evaluation system by the Office of Academic and Education Evaluation with the motto "Evaluation in the service of education" and with looking at the latest new approaches in the evaluation system in the world under the Descriptive Evaluation Plan in 2002. The aforementioned plan was passed on November 21, 2002 and it was regulated that in grades one, two and three, each student to be allowed entering a higher grade after one year of study in the aforementioned three grades. Afterwards, due to the emphasis on this type of evaluation, in August, 24, 2004 the continuation of testing implementation of descriptive evaluation in elementary school was approved by Higher Council of Education. On June 9, 2007 with the approval of Higher Council of Education it was decided that descriptive (qualitative) evaluation plan to be implemented in elementary in 2007-2008 academic year in those elementary schools that havethe necessary facilities and then after resolving the shortcomings, this plan was implemented in all elementary schools in Iran from 2008-2009 academic year (Davoodi and Shokrohlahi, 2011).

As in the new evaluation approach it is tried to provide better situations for learning through emphasis on formative assessment, performance assessment, personal assessment, workbook, feedback and descriptive report card, thus it is expected that this evaluation system have a positive impact on academic performance, beliefs and outlooks and social behaviors of students. Performance measurement method uses real issues and encourages open thinking in addition to application of knowledge and direct measurement of educational goals. Implementing performance evaluation requires the use of various methods and techniques such as checklist, rating scale and the like for data collection (Seif, 2005). The advocates of these evaluations believe that these methods not only provide better ways for evaluating students in the classroom but also increase the motivation for progress, high level thinking skills and finally academic progress (Bol, Stepheson, O'connel and Nunnery, 1998).

One of the important strategies of the new approach is formative assessment. Seif (2003) believe that the aim of using formative assessment in relation to students' academic progress is becoming aware of their level and way of learning for determining their learning weaknesses and strength as well as recognizing the problems with Teacher's educational method regarding related to educational goals. Research evidences indicate that high quality formative assessment can have a positive impact on education performance and motivation of students and it can also develop metacognitive strategies (Van Evera, 2004; Black and Wiliamm, 1998, Wadel, 2004; Klenowski, 2002). Despite all the mentioned results, descriptive evaluation system has faced problems for implementation. In other word, the policies and the goals that are pursued by policymakers for implementation of descriptive evaluation system have faced problems while implemented; the weaknesses such as the lack of teachers' familiarity with the way of performing descriptive evaluation, the existence of ambiguities in providing report cards and the way of recoding grades and providing them to the parents, time consuming due to the variety of tools, the lack of compatibility with textbook volume, decrease in motivation and inattention to learning, the possibility of superficial assessment by teachers and etc (Birmipour, Sharif, Jafari, Molvi, 2011). With taking into consideration the comprehensive implementation of this type of evaluation in all the six years elementary period, these results brings this question to mind that how much the performed descriptive evaluation has been successful in reaching its objectives? This is study has been conducted to answer that question.

### **Research questions**

The general question of the study: how much is the effectiveness of descriptive evaluation plan from the points of view of sixth grade teachers in district four of Karaj?

### **Minor questions**

How much is the effectiveness of descriptive evaluation plan on teaching-learning in students from the points of view of sixth grade teachers in district four of Karaj?

How much is the effectiveness of descriptive evaluation plan on mental health of students from the points of view of sixth grade teachers in district four of Karaj?

How much is the effectiveness of descriptive evaluation plan on social growth of students from the points of view of sixth grade teachers in district four of Karaj?

### **Methodology**

Based on the aim of the present study which is determining “the effectiveness of descriptive evaluation on teaching-learning, social growth and mental health of elementary students from the points of view of sixth grade teachers in district four of Karaj city”, the method of this study is of descriptive-survey type. for sampling in the present study, the size of the sample (215 individuals) was determined using Morgan table then this number of individuals was randomly selected from the population. For data analysis in the present study descriptive statistics (mean and standard deviation) and inferential statistics (Kolmogorov-smirnovtest, Friedman Ranking, single group t- test) were used.

Data collection tool: as the method for conducting the present study is descriptive- survey, questionnaire was regarded appropriate for data collection and thus a questionnaire was used that had been created by the researcher based on theoretical studies and the results of the previous studies. This questionnaire is begun by an introduction and includes 32 questions. The first four questions have been designed for gaining personal and general information about the respondents. 28 questions have been designed as answering package in Likert Scale from very high to very low for obtaining the responses to the research questions. From the 28 questions, questions 1 to 8 have been designed for answering the first research questions; questions 9 to 20 for answering the second research question and questions 21 to 28 have been designed for answering the third research question.

### ***Validity and reliability of the questionnaire***

Validity: for determining the validity of the questionnaires, some questions were corrected and some were omitted by guidance from supervisor and advisor professors and finally, for 28 asked questions and 4 demographic questions in the questionnaire of determining the effectiveness of the evaluation the validity was confirmed and the correlation between all the questions of the questionnaire was obtained as  $r=0.800$ . Also, for reliability the relationship between subscales and the total point of the questionnaires through correlation was used and the total point of the questionnaire with the power of teaching-learning was obtained  $r=0.871$ , with the level of mental health  $r=0.943$ , with social education  $r=0.911$  in the 0.05 error level which indicate high level of validity of the questionnaire of the present study.

Reliability: for determining the reliability of the questionnaire in the present study Cronbach's Alpha was used which is equal to 0.96 for the questionnaire of determining the effectiveness of descriptive evaluation and as it is higher than 0.7, the continuation of the study with a bigger sample from the population with necessary results can be viewed as favorable (Table 1-3).

**Table 1: reliability coefficients of the questionnaire**

Statistical indicator scale	Reliability coefficients	
	Cronbach's Alpha	bisection
Assessing the effectiveness of descriptive evaluation	0/96	0/88
Teaching-learning power	0/91	0/87
The level of mental health	0/90	0/86
Social education	0/91	0/85

**Descriptive findings**

Descriptive findings of this study includes statistical indicators such as mean, standard deviation and the number of subjects in the sample as well as frequency and percentage tables that have been presented for all the variables of the study.

**Table 2: Frequency distribution and the percentage of gender of the subjects**

		Absolute frequency	Frequency percentage	Percentage of relative frequency
gender	Female teachers	176	81.9	89.8
	male teachers	20	9.3	10.2
	total	196	91.2	100
Total of those who did not answer		19	8.8	
total		215	100	

**Table 3: The viewpoints of respondents regarding the effectiveness of descriptive evaluation on the level of teaching-learning in learners**

number	questions	Indicator	The way of responding					M	SD	Friedman ranking
			Very low	low	average	high	Very high			
1	Improvement in the Students' views on learning	f	9	21	76	93	16	3/40	0/91	6
		p	4/2	9/8	35/3	43/3	7/4			
2	Increase in mental retaining	f	2	27	77	76	33	3/51	0/93	1
		p	0/9	12/6	35/8	35/3	15/3			
3	Creating learning in higher of cognitive domain	f	4	22	83	82	24	3/46	0/88	3
		p	1/9	10/2	38/6	38/1	11/2			
4	Deepening of learning	f	5	20	86	80	24	3/45	0/89	4
		p	2/3	9/3	40/0	37/2	11/2			
5	Increasing the learning opportunity through parents' cooperation in education and earning	f	9	33	65	75	33	3/41	1/1	5
		p	4/2	15/3	30/2	34/9	15/3			
6	Remembering lessons learned	f	4	16	86	90	19	3/48	0/83	2
		p	1/9	7/4	40/0	41/9	8/8			
7	Creating motivation for academic progress	f	16	36	74	59	30	3/23	1/1	7
		p	7/4	16/7	34/4	27/4	14/0			
8	Decrease in attention defect	f	2	26	86	74	27	3/45	0/89	4
		p	0/9	12/1	40/0	34/4	12/6			

As table 3 shows, from the points of view of the respondents the highest level of impact of descriptive evaluation plan is on mental retaining (3.51) and lowest level of impact of descriptive evaluation plan is on motivation for academic progress (3.23). Also based on the ranking of Friedman test, question 2 was determined as the most effective and question 7 as least effective question on the impact of implementing descriptive evaluation plan on the students' teaching-learning level from the viewpoints of elementary schoolteachers in district 4 of Karaj.

**Table 4: distribution of frequency and the percentage of the impact of implementing descriptive evaluation plan on students' teaching-learning level from the viewpoints of elementary schoolteachers in district 4 of Karaj.**

Teaching-learning power	low	53	24.7
	average	67	31.2
	high	95	44.2
	total	215	100.0

**Table 5: The respondents' views on the effectiveness of descriptive evaluation plan on learners' mental health**

Number	questions	indicator	The way of answering					M	SD	Friedman ranking
			Very low	low	average	high	Very high			
9	Increase in self-esteem and self-worth	f	4	10	39	105	57	3/93	0/89	1
		p	1/9	4/7	18/1	48/8	26/5			
10	Decrease in the feeling of jealousy	f	5	11	51	82	66	3/89	0/97	2
		P	2/3	5/1	23/7	38/1	30/7			
11	Decrease in feeling of revenge	f	6	16	54	85	54	3/76	1/0	4
		P	2/8	7/4	25/1	39/5	25/1			
12	Creating overall satisfaction with school	f	7	17	71	84	36	3/58	0/96	11
		P	3/3	7/9	33/0	39/1	16/7			
13	Decrease in aggression	f	8	16	62	88	41	3/64	0/99	10
		P	3/7	7/4	28/8	40/9	19/1			
14	Creating the feeling of confidence in ability for being successful in doing school works	f	7	16	65	83	44	3/65	0/99	9
		P	3/3	7/4	30/2	38/6	20/5			
15	Creating self-criticism skill	f	9	19	74	81	32	3/50	0/99	12
		P	4/2	8/8	34/4	37/7	14/9			
16	Creating positive attitude to self and the environment	f	9	11	58	89	48	3/72	1/0	7
		p	4/2	5/1	27/0	41/4	22/3			
17	Decrease in anxiety	f	9	10	49	75	72	3/88	1/1	3
		P	4/2	4/7	22/8	34/9	33/5			
18	Decrease in aggression	f	3	22	54	86	50	3/74	0/97	5
		P	1/4	10/2	25/1	40/0	23/3			
19	Increase in balance and flexibility	f	2	10	68	99	36	3/73	0/82	6
		P	0/9	4/7	31/6	46/0	16/7			
20	Creating mental balance in individual relationships	f	4	16	64	90	41	3/68	0/92	8
		P	1/9	7/4	29/8	41/9	19/1			

As it can be observed from table 4, from the viewpoints of the majority of the respondents (44.2 %) descriptive evaluation highly impacts the teaching-learning in students while the **low** impact of descriptive evaluation on teaching-learning in students has lowest frequency (53 individuals) around 24.7 percent.

As data in table 5 indicate, question 9 (Increase in self-esteem and self-worth) with 3.93 has the highest mean among the questions and question 15 (creating self-criticism skill) with 3.50 has the lowest men among the questions of the level of mental health as the results of effectiveness of descriptive evaluation from the points of view of elementary school teachers in district 4 of Karaj. Also based on the ranking of Friedman test, question 9 was determined as the most effective and question 15 as least effective question on the impact of implementing descriptive evaluation plan on the students' mental health level from the viewpoints of elementary schoolteachers in district 4 of Karaj.

**Table 6: Distribution of frequency and the percentage of the impact of implementing descriptive evaluation plan on students' mental health level from the viewpoints of elementary schoolteachers in district 4 of Karaj.**

		Absolute frequency	Frequency percentage
The level of mental health	low	25	11.6
	average	63	29.3
	high	127	59.1
	total	215	100.0

**Table 7: The respondents' views on the effectiveness of descriptive evaluation plan on learners' social education**

Number	questions	indicator	The way of responding					M	SD	Friedman ranking
			Very low	low	average	high	Very high			
21	Increase in the cooperation with students and school authorities	f	6	21	56	94	38	3/64	0/97	4
		p	2/8	9/8	26/0	43/7	17/7			
22	Creating the ability of observing school and class regulations	f	10	26	70	78	31	3/43	1/1	8
		p	4/7	12/1	32/6	36/3	14/4			
23	Creating the feeling of respect to students and school authorities	f	9	17	75	77	37	3/53	1/0	7
		P	4/2	7/9	34/9	35/8	17/2			
24	Increase in participation in activities, discussions and communications in the class	f	4	13	61	85	52	3/78	0/94	1
		p	1/9	6/0	28/4	39/5	24/2			
25	Increasing the ability of friend making	f	6	17	50	96	46	3/73	0/97	2
		p	2/8	7/9	23/3	44/7	21/4			
26	Help of bright students to weak students in group works and creating group friendship	f	5	18	67	78	47	3/66	0/98	3
		p	2/3	8/4	31/2	36/3	21/9			
27	Creating mental balance I individual relationships		7	11	76	81	40	3/63	0/95	5
		p	3/3	5/1	35/3	37/7	18/6			
28	Recognizing individual abilities and limitations	f	11	12	65	92	35	3/59	0/99	6
		p	5/1	5/6	30/2	42/8	16/3			



As it can be observed from table 6, from the viewpoints of elementary school teachers of district 4 of Karaj, high level of the impact of descriptive valuation on the level of mental health of students had the highest frequency (127 individuals) with 59.1 percent and the low impact of descriptive evaluation on the level of mental health of students had the lowest frequency (25 individuals) with about 11.6 percent of the sample.

As it can be seen, question 24 (Increase in participation in activities, discussions and communications in the class) with 3.78 has the highest mean among the questions and question 22 (Creating the ability of observing school and class regulations) with 3.43 has the lowest mean among the questions of social education as the results of effectiveness of descriptive evaluation from the points of view of elementary school teachers in district 4 of Karaj. Also based on the ranking of Friedman test, question 24 was determined as the most effective and question 22 as least effective question on the impact of implementing descriptive evaluation plan on the students' social education level from the viewpoints of elementary schoolteachers in district 4 of Karaj.

**Table 8: Distribution of frequency and the percentage of the impact of implementing descriptive evaluation plan on students' social education level from the viewpoints of elementary schoolteachers in district 4 of Karaj.**

		Absolute frequency	Frequency percentage
Social education	low	33	15.3
	average	78	36.3
	high	104	48.4
	total	215	100.0

As it can be observed from the above table, from the viewpoints of elementary school teachers of district 4 of Karaj, high level of the impact of descriptive valuation on the level of social education of students had the highest frequency (104 individuals) with 48.4 percent and the low impact of descriptive evaluation on the level of mental health of students had the lowest frequency (33 individuals) with about 15.3 percent of the sample.

**Table 9: Distribution of frequency and the percentage of the impact of implementing descriptive evaluation from the viewpoints of elementary schoolteachers in district 4 of Karaj.**

		Absolute frequency	Frequency percentage
Effectiveness of descriptive evaluation	low	32	14.9
	average	79	36.7
	high	104	48.4
	total	215	100.0

As it can be observed from the above table, from the viewpoints of elementary school teachers of district 4 of Karaj, high level of the impact of descriptive valuation on students had the highest frequency (104 individuals) with 48.4 percent and the low impact of descriptive evaluation students had the lowest frequency (32 individuals) with about 14.9 percent of the sample.

**Table 10: central and dispersion indices of assessing the effectiveness of descriptive evaluation from the viewpoints of elementary school teachers in district 4 of Karaj**

Indicators variables	Descriptive indicators from the viewpoints of elementary school teacher in district four of Karaj city		
	number	mean	Standard deviation
Assessing the effectiveness of descriptive evaluation	215	3/61	0/65
Teaching-learning power	215	3/42	0/73
Mental health level	215	3/72	0/67
Social education	215	3/62	0/77

As it can be seen from table 10, mean and standard deviation of the score of the assessment of the effectiveness of descriptive evaluation from the viewpoints of elementary school teachers in district four of Karaj are 3.61 and 0.65 respectively and as the obtained mean is higher than Likert Scale mean (because questions 1 to 5 are codified then Likert scale mean is equal to 3) it indicates the high impact of assessing the effectiveness of descriptive evaluation from the viewpoints of elementary school teachers in district four of Karaj. Mean and standard deviation of the score of the assessment of the level of the impact of implementing descriptive evaluation on the level of teaching-learning in students from the viewpoints of elementary school teachers in district four of Karaj are 3.42 and 0.73 respectively and as the obtained mean is higher than Likert Scale mean (because questions 1 to 5 are codified then Likert scale mean is equal to 3) it indicates the high impact implementing descriptive evaluation on the level of teaching-learning in students from the viewpoints of elementary school teacher in district four of Karaj. Mean and standard deviation of the score of the level of the impact of implementing descriptive evaluation on the level of mental health of students from the viewpoints of elementary school teachers in district four of Karaj are 3.72 and 0.67 respectively and as the obtained mean is higher than Likert Scale mean (because questions 1 to 5 are codified then Likert scale mean is equal to 3) it indicates the high impact implementing descriptive evaluation on the level of mental health of students from the viewpoints of elementary school teacher in district four of Karaj. Mean and standard deviation of the score of the level of the impact of implementing descriptive evaluation on the level of social education of students from the viewpoints of elementary school teachers in district four of Karaj are 3.62 and 0.677 respectively and as the obtained mean is higher than Likert Scale mean (because questions 1 to 5 are codified then Likert scale mean is equal to 3) it indicates the high impact implementing descriptive evaluation on the level of social education of students from the viewpoints of elementary school teacher in district four of Karaj.

**Table 11: Kolmogorov-Smirnov test for investigating the assumption of the normalness of scores of the effectiveness of descriptive evaluating from the viewpoints of elementary school teacher in district four of Karaj**

Name of the variable	Level z	Significance level
Assessment of the effectiveness of descriptive evaluation	0/837	0/48
Teaching-learning power	0/856	0/45
Mental health level	0/831	0/49
Social education	1/09	0/18

For comparing the distribution of the obtained data from the present study with normal distribution Kolmogorov-Smirnov test was used. Based on the data from the above table and by



emphasis on the obtained z for the components of assessing the effectiveness of descriptive evaluation from the viewpoints of elementary school teacher in district four of Karaj it is not significant in 0.05 level. Thus it can be concluded that the distribution of the data related to the study hypotheses is normal and one sample t-test for investigating the effectiveness can be used.

**Table 12: Friedman test for ranking the impacts of descriptive evaluation on the three variables (teaching-learning, mental health and social education) from the viewpoints of elementary school teacher in district four of Karaj**

	Rank mean	ranking
Teaching-learning power	1/60	3
Mental health level	2/33	1
Social education.	2/07	2

As it can be seen from table 12, based on Friedman test ranking, from the viewpoints of elementary school teacher in district four of Karaj, the impact of descriptive evaluation on student' mental health level has been highest with rank mean of 2.33 and the impact of description evaluation on level of teaching-learning has been lowest with the mean of 1.60.

The result of general question of the study:

How much is the effectiveness of descriptive evaluation from the points of view of elementary school teachers?

**Table 13- Single group t-test for investigating the general question of the study**

Name of the variable	Theoretical mean	Real mean	SD	Df	t	Level of significance	Error level	Result of the test
Effectiveness of descriptive evaluation	3	3/61	0/65	214	13/69	0/001	0/05	rejected $H_0$

Based on the above table and with emphasis on the level of the obtained t-test (13.69) which is significant in 0.05 error level, it can be said that there is a significant difference between real mean (3.61) and the theoretical mean of Likert scale (3). As the obtained real mean is higher than theoretical mean of Likert scale it can be concluded that descriptive evaluation is effective to a great extent, from the viewpoints of elementary school teacher in district four of Karaj.

**Minor question number one:**

How much is the effectiveness of descriptive evaluation plan on teaching-learning power in students from the viewpoints of elementary school teachers?

**Table 14: Single group t-test for investigating first question of the study**

Name of the variable	Theoretical mean	Real mean	SD	Df	t	Level of significance	Error level	Result of the test
Teaching-learning power	3	3/42	0/73	214	8/56	0/001	0/05	rejected $H_0$

Based on the above table and with emphasis on the level of the obtained t-test (8.56) which is significant in 0.05 error level, it can be said that there is a significant difference between real

mean (3.42) and the theoretical mean of Likert scale (3). As the obtained real mean is higher than theoretical mean of Likert scale it can be concluded that descriptive evaluation can be effective on teaching-learning power of students to a great extent, from the viewpoints of elementary school teacher in district four of Karaj.

**Minor question number two:**

How much is the effectiveness of descriptive evaluation plan on mental health of students from the viewpoints of elementary school teachers?

**Table 15: Single group t-test for investigating second question of the study**

Name of the variable	Theoretical mean	Real mean	SD	Df	t	Level of significance	Error level	Result of the test
Mental health level	3	3.72	0.67	214	15.83	0.001	0.05	rejected $H_0$

Based on the above table and with emphasis on the level of the obtained t-test (15.83) which is significant in 0.05 error level, it can be said that there is a significant difference between real mean (3.72) and the theoretical mean of Likert scale (3). As the obtained real mean is higher than theoretical mean of Likert scale it can be concluded that descriptive evaluation can be effective on mental health level of students to a great extent, from the viewpoints of elementary school teacher in district four of Karaj.

**Question number three:**

How much is the effectiveness of descriptive evaluation plan on social education of students from the viewpoints of elementary school teachers?

**Table 16: Single group t-test for investigating third question of the study**

Name of the variable	Theoretical mean	Real mean	SD	Df	t	Level of significance	Error level	Result of the test
Social education	3	3.62	0.77	214	11.85	0.001	0.05	rejected $H_0$

Based on the above table and with emphasis on the level of the obtained t-test (11.85) which is significant in 0.05 error level, it can be said that there is a significant difference between real mean (3.62) and the theoretical mean of Likert scale (3). As the obtained real mean is higher than theoretical mean of Likert scale it can be concluded that descriptive evaluation can be effective on social education of students to a great extent, from the viewpoints of elementary school teacher in district four of Karaj.

**Conclusion**

The result of answering this research question indicated that descriptive evaluation is highly effective on the student' teaching-learning level; from the viewpoints of the majority of teachers, descriptive evaluation has been highly effective on the improving the attitude of students towards learning, increasing mental retention, creating learning in higher levels of cognitive area, deepening learning, increasing opportunity chances through parents' participation in teaching and learning, remembering educational learning, decreasing attention defect and creating motivation for academic

progress and descriptive evaluation has had highest impact on mental retention and it has had the lowest impact on the motivation for academic progress.

The result of answering this research question indicated that descriptive evaluation is highly effective on the mental health level in students. From the points of view of the majority of the teachers, descriptive evaluation is effective on increasing self-esteem and self-worth, decreasing the feeling of jealousy, decreasing the feeling of revenge, creating overall satisfaction with school, decreasing aggression, creating the feeling of confidence to abilities for succeeding in school works, creating self-criticism skill, creating positive attitude to self and to environment, decreasing anxiety and aggression, increasing balance and flexibility, creating mental balance in individual relationships and the highest impact of descriptive evaluation has been on self-worth and the lowest impact has been on self-criticism skill. In assessing the experimental implementation of descriptive evaluation plan in 10 provinces that was conducted by Khosh khalgh (2006), the results indicated that though that descriptive evaluation plan has been successful in fulfilling some of the predicted objectives by Higher Council of Education and the Public Education Office and has been unsuccessful in fulfilling many of them, but in the three years of experimental implementation of the descriptive evaluation plan the second objective of the Specific Commission of Higher Council of Education which was improving the mental health level of students through increasing mental health of teaching-learning environment has been completely fulfilled.

The result of answering this research question indicated that descriptive evaluation is highly effective on social growth of students. From the points of view of the majority of the teachers, descriptive evaluation is effective on increasing cooperation with students and school authorities, creating the feeling of respect to student and school authorities, increasing participation in activities, discussions and communications in class, increasing friend making abilities, help of bright students to weak students in group activities and creating group friendship, creating mental balance in individual relationships and recognizing individual abilities and limitations.

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